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THIS REPORT IS BASED ON PAPERS GIVEN AT THE ARABIC TEACHERS' WORKSHOP HELD IN ANN ARBOR, MICHIGAN, JUNE 8-18, 1965. THE REPORT IS DIVIDED INTO THREE PARTS--(1) METHODS OF TEACHING MODERN STANDARD ARABIC, (2) CONTENT OF ELEMENTARY ARABIC INSTRUCTION, (3) SELECTIVE LIST OF INSTRUCTIONAL MATERIALS FOR MODERN STANDARD ARABIC. THE SPECIAL PROBLEMS OF ARABIC FOR THE AMERICAN LEARNER ARE DISCUSSED. GENERAL PRINCIPLES ARE LISTED WHICH SHOULD UNDERLIE ALL INSTRUCTIONAL APPROACHES--EARLY AND CONTINUING EMPHASIS ON PRONUNCIATION, LIMITED USE OF A TRANSLITERATION SYSTEM, EXTENSIVE USE OF DRILLS, USING PHRASES AND SENTENCES, MINIMAL USE OF ENGLISH, NO USE OF MODERN STANDARD ARABIC FORMS EXCEPT WHERE APPROPRIATE TO THE SITUATIONS AND SUBJECTS. THE FIRST LEVELS (200 WORDS) OF INSTRUCTION SHOULD AIM AT MASTERY OF A CORE VOCABULARY CONTROL OF THE BASIC LANGUAGE STRUCTURE AND RELATED SKILLS AND INFORMATION. A SELECTIVE LIST OF INSTRUCTIONAL MATERIALS INCLUDES MATERIALS ON WRITING, TEXTBOOKS, DICTIONAIRES, AND AUDIOVISUAL AIDS. (IT)

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PAPERS OF THE ARABIC TEACHERS' WORKSHOP

Ann Arbor, Michigan, June 8-18, 1965

1. Methods of Teaching Modern Standard Arabic
2. Content of Elementary Arabic Instruction
3. Selective List of Instructional Materials for Modern Statndard Arabic

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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METHODS OF TEACHING MODERN STANDARD ARABIC

Special Problems of Arabic

It was agreed that Arabic is a language like other languages, presenting the same kinds of learning problems that all languages present, and that it is possible to set realistic goals of mastery of Modern Standard Arabic and to devise appropriate methods for achieving them. The particular virtues and difficulties of the Arabic language should neither be exaggerated nor ignored. There was general agreement, however, that Arabic presents four special problems for the American learner: (1) Arabic, like some other languages, shows the phenomenon of "diglossia" in which the form of the language (Modern Standard Arabic) which is used for written and formal spoken purposes is markedly different from the form of the language (Colloquial Arabic, in its various dialects) used for ordinary conversational purposes. (2) The Arabic sound system includes a number of consonant sounds which have no counterparts in English, and because of this and certain other features of the sound system, an adequate pronunciation of Arabic is especially difficult for the English speaker to acquire. (3) Arabic uses a writing system which, although alphabetic in principle, differs very much from the Roman alphabet, not only in the shape of letters, direction of writing and so on, but also in the regular omission of symbols for the short vowels. (4) The Arabic grammatical system like that of other Semitic languages, is characterized by a root-and-pattern system in which stem consonants ("roots") generally give the lexical meaning, while the vowels provide the grammatical meaning; dictionaries and other reference tools are usually arranged by roots.

Alternative Approaches

Even with full agreement on the objective of acquiring a basic competence in MSA (see following paper on Content of Elementary Arabic Instruction), four major alternative approaches are possible.

(1) Spoken Arabic first. This approach, which is used in a number of universities and government agencies, is strongly favored by some institutions. If this approach is followed, these observations are relevant:

(a) The target language should be the conversational Arabic of educated speakers of an urban center. Any one of the major dialects may be chosen, subject to the availability of instructors and teaching materials. In general, Egyptian Arabic (i.e. educated Cairene) seems the most suitable choice.

(b) At least a full year's work (minimum 150 class hours) of study of the spoken language is desirable. Shorter periods generally do not achieve sufficient mastery to exploit the advantages of this approach.

(c) Some kind of consistent Roman transcription is required, but the Arabic script must be introduced at some time during the year.

(d) To the extent possible, vocabulary common to colloquial and Classical Arabic should be emphasized.

(e) Where possible the instructor should be a native speaker of the dialect chosen, and have special training or experience in language teaching. One possible pattern is that of an American linguist with a native speaking "informant" or assistant.

(f) Information should be provided on the nature of dialect variation in Arabic and on the kind of Classicization of spoken Arabic which takes place in certain situations or when certain topics are discussed in conversation.

(2) Modern Standard Arabic only. This approach - the teaching of MSA, with emphasis on oral practice - is followed increasingly, and is endorsed by many experienced teachers of Arabic as the most suitable approach for beginning courses at the college level. Instructors differ in details of the approach: some insist on use of full classical forms throughout, others prefer modified classical forms in much of the oral work. If this approach is followed, these observations are relevant:

(a) No instructor should ever introduce changes or "simplifications" in the written language. It should be written correctly and read aloud with correct classical forms.

(b) Oral use of MSA in the classroom almost inevitably involves artificiality since oral MSA is appropriate in only a limited number of situations. Every attempt should be made, however, to keep

this artificiality at a minimum (e.g. avoidance of informal conversational topics).

(c) Even instructors who insist on oral use of full classical forms without modifications make a certain number of exceptions (e.g. proper names without case endings, numbers in colloquial, greetings and some classroom expressions in colloquial).

(d) Acquisition of oral mastery of inflectional endings requires intensive drills from an early stage in the course. Most instructors prefer full vocalization of written texts at the beginning with gradual reduction as the students progress. Alternative methods have unvowelled text from the beginning or both kinds from the beginning.

(e) Most beginning Arabic textbooks are not planned for oral drill and require extensive supplementation by the instructor.

(3) Dual approach. Although this may be effective under special conditions, there is general consensus that the study of classical and colloquial in concurrent courses is unsatisfactory: the disadvantages of the approach outweigh the advantages.

(4) Middle language. It is theoretically possible to plan a beginning course which would concentrate on the kind of Arabic used in semi-formal discussion; this could then be followed by "correct" MSA. In view of the lack of adequate description of this kind of Arabic, and the absence of suitable instructional materials, for the present this approach should be followed only on an experimental basis under special conditions.

General Principles

It is recognized that instructors have used and will continue to use widely varying techniques and methods in the teaching of MSA and that satisfactory results have been achieved through the use of many of these. It was agreed, however, that certain general principles regarding methodology should probably underlie all approaches regardless of variations in detail. The general principles which follow are some of those which members of the workshop felt to be most important and of broadest applicability in the teaching of MSA in the colleges and universities of the United States.

(1) Early and continuing emphasis on pronunciation. Arabic phonology should be taught either before the writing system or simultaneously. The primary method in teaching pronunciation is imitation of a native speaker with systematic correction and drill; explanations of articulation are secondary, being used only where immediately intelligible to the student.

(2) Some kind of transliteration system for minimal use only, either in teaching phonology if this precedes script or for separate items or grammatical explanation.

(3) Recognition and comprehension should be emphasized more than production.

(4) Students may be exposed to grammatical points before they are covered systematically, but the introduction of grammatical points for the student to master should be gradual and ordered so that common and/or simple features precede rare and/or complex ones. Students should be exposed to examples of new grammatical material before grammatical explanations, if any, are made, but grammatical patterns should be internalized (i.e. should become automatic) before extensive new material is introduced for mastery.

(5) Grammatical patterns are generally internalized better through drills than through explanation. Accordingly, drills should be extensive, carefully prepared, and varied. Provision should be made in drilling for the systematic recurrence of vocabulary and structures for review. Translations should not be the major form of practice and testing.

(6) Drilling should include extensive oral practice, with emphasis on possible Arabic phrases and sentences rather than on single words or paradigms.

(7) Approaches differ in their emphasis on conversational use of Arabic in class, but in any case class time should be arranged to maximize the time spent using Arabic, and minimize talk in English.

(8) If beginning texts are vocalized, vocalization should gradually be decreased. In any case, the student should have some exposure to unvocalized material very early in the course, whether in the main part of the lesson or in supplementary drill material.

(9) There is variation on the use of vowel endings (the 'i^{c}rāb) in oral practice especially when this practice involves recombination of lesson materials or conversation, but correctness of endings should

normally be required in reading aloud. Pause forms are to be used where they are natural to Arabs: e.g. at sentence and phrase endings and with proper names. Vowel endings are to be de-emphasized in the number system, in some cases allowing the numbers to be pronounced in a colloquial manner.

(10) In order to minimize artificiality in classroom use of MSA, MSA forms are not to be taught for situations and subjects where the use of MSA is totally incongruous.

(11) Audio-visual aids are to be used when they contribute to the effectiveness of the teaching. Normally no elementary course should be given without some use of Arabic drill tapes, and the use of other aids should be increased. Tapes should be keyed to the text and so structured that the students must spend time listening in order to be prepared for classwork. Different kinds of speakers should be used in preparing tapes, and students should see the handwriting styles of various individuals.

(12) Testing should focus on finding out what students know rather than what they don't know, and the evaluation of students should be based on all the skills emphasized, including oral skills.

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CONTENT OF ELEMENTARY ARABIC INSTRUCTION

There is general agreement among teachers of Arabic that the first level of instruction in Modern Standard Arabic should aim at:

1. Mastery by the student of a certain core of vocabulary,
2. Control of the basic structure of the language, and
3. Certain related skills and information.

All instruction, by whatever methods, oriented towards the achievement of these goals, over various time periods, is deemed elementary instruction, and no student should advance to the intermediate level (oriented towards vocabulary building and increasing fluency) until these goals are achieved.

Phonology: The student should be able to pronounce Arabic words and sentences in a manner acceptable to a native speaker, to discriminate the various contrasts of vowel and consonant phonemes including vowel and consonant length, and to respond to stress and intonation.

Writing: The student should be able to read all the symbols of the Arabic writing system in ordinary typewritten and printed forms, and to read and produce handwriting acceptable to native users. He should be able to read familiar material without vocalization.

Vocabulary: The student should have an active vocabulary of 750 to 1000 words, including the top 500 items in a recognized word count and the names of the months and days of the week. Supplementary vocabulary should be selected to satisfy the needs of situations in which MSA would be appropriate and which are used to present the language along with relevant cultural material on the Arab World. This would include words referring to such topics as the following:

1. Kinship terms
2. Names of familiar objects and parts of the body
3. Geography and topography
4. History, religion, and culture
5. Politics and economics

Grammatical Structure: The student should have mastered the basic grammar of Arabic so that he can use it freely. The following outline attempts to specify, in a manner that would be generally intelligible to teachers of Arabic, the inventory of Arabic structural features which belong to the grammatical core of the language (excluding rare or archaic forms) and should be fully internalized. This

is not a proposed order of pedagogical presentation or an explanatory analysis of Arabic structure. Grammatical patterns are only described sufficiently so they can be identified. Particles are often listed with the constructions in which they appear, and an ability to use them correctly is always implied. Bracketed notes following some constructions should clarify the range of grammatical process which is meant. Students should be familiar with the possible permutations of the patterns listed here, and special attention should be paid to mastery of word order and the complex Arabic rules of agreement.

I. SIMPLE SENTENCE AND CLAUSE TYPES:

A. Nominal sentence/clause:

(Negation) - Subject - (Pronoun copula) - Predicate

الكاتب عالم ، الكاتب هو العالم ، الكاتب قارئ الكتاب ، الكاتب في مكتبه

[1. Negations: لا ، ليس — ليس الكاتب عالما ، لا كاتبَ عالم

2. Subject = Noun, Pronoun, or Noun Phrase

3. Predicate = Noun or Noun Phrase]

B. Verbal sentence/clause:

(Negation) - Verb - (Subject) - (Object(s)) - (Adverbials)

كتب العالم الرسالة اليوم

[1. Negations: لن ، لا ، لم ، ما — لم يكتب الرسالة

2. Active Verb (transitive and intransitive)

Passive with "Substitute Subject" — نُكتِبَ الرسالة

Auxiliary - Verb — أخذ أحمد يدرس

kāna and the "Sisters of kāna" — أصبح ، صار ، ظلّ ، ما زال ، دام

قد كان أحمد شاعرا

Temporal Particle - Verb: قد ، س

3. Object: Noun/-Suffixed Pronoun

4. Place or Time

Ḥāl — جاء الشاعر ماشيا

Cognate Accusative (مفعول مطلق) — سار الجيش سيرا

Verbal Noun of Purpose (مفعول لاجله) — قام إكراما لاستاذه]

C. Topic-Comment Sentence

Subject - Verbal clause (with resumptive pronoun) — القهوة شربها أحمد

Subject - Nominal clause (with resumptive pronoun) — الاستاذ كتابه في البيت

II. COMPOUND SENTENCES:

Main clause - Coordinator - Main clause — مرض زيد فمات ، لن يكتب الرسالة ولا يقرؤها

[Coordinators: لكن ، بل ، ثمّ ، ف ، و ، او ، ولا ، أم ، أمّا]

III. COMPLEX SENTENCES:

A. Main clause - Subordinator - Clause

قال إنّ الطالب كسلان ، أراد الطالب أن ينجح ، رأيته عندما جاء

[Subordinators: حيث ، حينِ ، قبل أن ، لمّا ، عندما ، إذ ، إذا ، كما ، كأن ، إنّ ، أنّ ، أن ، كى ، لأن ، ل ، حتى ، مهما ، بما]

B. Main clause - (Relative pronoun) - Relative clause (with resumptive pronoun)

جاء ولد ماتت أمّه ، جاء الولد الذى ماتت أمّه

[الذى and its variants; مَن or ما (with مِن)

هو الذى رأيته ، عرفت من رأيته من الزوار]

C. Main clause - (wāw al-ḥāl) - Ḥāl clause

ذهب زيد وهو يبتسم

D. Conditional sentence:

(Conditional particle) - Sharṭ - (Consequential Particle) - Jawāb

أدرسْ فتنجح ، لو درست لنجحت

[إذ ، إذا ، إنْ .... فَ ، لو .... لَ]

IV. NOUN PHRASES:

A. Apposition: Noun - Noun/Pronoun أحمد ابن علىّ

B. Noun - Adjective; Adjectival construct الطالب السويل ، طالب كريم النفس

C. Demonstrative - Noun; Construct - Demonstrative هذا الطالب ، بيت الوزير هنا

D. Construct: Noun/Particle - Noun/Suffixed Pronoun

[Particles: جميع ، أى ، كل ، بعض ، ذو]

E. Preposition - Noun/Suffixed Pronoun اليه ، فى البيت

F. Exceptive - Noun

[Exceptives: دون ، إلاّ ، غير]

G. Elative constructions: Comparative and Superlative

[1. Comparative:

Elative - (Specification, tamyīz) - min - Noun

البنت أشدّ إخلاصا من الفتى

2. Superlative: Elative - Noun (indef. sing.) أكبر بنتٍ

Elative - Noun (def. pl.) أكبر البنات

Definite elative البنت الكبرى]

H. Verbal - Noun - Phrase: Particle/maṣdar - Object (gen.) أحمد كاتب رسالةٍ

Particle/maṣdar - Subject (gen.) - Object (acc.)

كتب محمّدٍ كتابا

I. Quantifier - Noun كم بيتا ، ثلاثة أولاد ، احدى عشر صوتا

J. Vocative particle - Noun

[Vocative particles: يا ، ايها]

V. WORD CLASSES:

A. Verbs:

1. Sound (regular, hamzated, doubled) and Weak
2. Derived forms I-X; emphasis on common forms, with some knowledge of the principles of verb derivation.
3. Tenses, Moods, Voices
4. Participles, Maṣdars

B. Nouns

1. Case Inflections -- all variations
2. Gender
3. Number: Plurals of all vocabulary items plus all productive broken plurals, sound plurals and duals
4. Collective (شبه الجمع) and Noun of Unity.
   تفّاح ، عرب تفّاحة ، عربي
5. Nisbah types
6. Common derivational patterns: Nouns of time, place, and instrument, occupation nouns, color-defect adjectives.
7. Pronouns: All personal pronouns; principal relative and demonstratives.
8. Cardinal and Ordinal Numbers

C. Particles

1. Interrogatives: هل ، أ ، من ، لماذا ، بما ، لما ، ما ، ماذا ، كم ، كيف ، منى ، أين
2. Coordinators, subordinators, and clause initial particles: (see II, IIIA above, and) اما ....ف ، لعلّ
3. Prepositions: على ، عن ، بين ، بعد ، مع ، عند ، قبل ، ضدّ ، تحت ، إلى ، مثل ، أمام ، دون ، حول ، متى ، فوق ، نحو ، لدى ، ل ، ب ، منذ ، من ، في

RELATED KNOWLEDGE:

A student who has completed elementary Arabic should have the following related skills and information:

1. Familiarity with the use of Arabic dictionaries.

2. Familiarity with several common transcription systems for Arabic; e.g. American Library Association, Board of Geographic Names, Encyclopaedia of Islam.
3. General background on the Arabic language itself, including some account of the extent of variation in written and spoken usage and the contexts in which MSA is normally used.
4. A small set of standard greetings in the forms appropriate among educated speakers in one of the urban centers in the Arab world.

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SELECTIVE LIST OF INSTRUCTIONAL MATERIALS FOR MODERN STANDARD ARABIC (MSA)

The following list is intended to be as exhaustive as possible for currently available textbooks which may be used in an elementary course in Modern Standard Arabic (MSA) in American colleges. There are possible omissions, especially of mimeographed or similar materials prepared by individual instructors for their own classes. Several currently available textbooks in other European languages are listed separately, but no attempt has been made to list reference grammars or textbooks written in Arabic.

1. Arabic Writing System
   a) Instructional Materials
   b) Transcription Systems
2. Elementary Textbooks
   a) In English
   b) Selected Textbooks in Other Languages
3. Dictionaries and Wordlists
4. Audio-Visual Aids
   a) Tapes
   b) Phonograph Records
   c) Other
5. Tests

1. Arabic Writing System

a) Instructional Materials

Abdo, Daud Atiyeh. A Course in Modern Written Arabic for Adults: Book One. - Ad-Dawḥa, Qaṭar: The Shell Company of Qaṭar, Ltd. Training Centre, 1965, 98 p. [Arabic title: Naḥnu Naqra' as-Suḥuf li-Taʿlīm al-Kibār] | Not available for public distribution; desk copies for instructors may be requested from the Company.

[Anonymous] Classical Arabic: The Writing System. - Beirut: Foreign Service Institute, American Embassy, 1964, 100 p. Mimeographed. | Not available for public distribution; complimentary copies may be requested from FSI, American Embassy, Beirut, Lebanon.

Carroll, John Bissell. The Effectiveness of Programmed "Grafdils" in Teaching the Arabic Writing System. - Cambridge, Mass.: Laboratory for Research in Instruction, Harvard University, 1963, 41 p. | Not for sale; complimentary copies may be requested from the author, 7 Kirkland St., Cambridge, Mass.

Habib, Nassim. Introduction to Arabic. - Cairo: American University in Cairo, 1956.

Hanna, Sami A., & Greis, Naguib. Writing Arabic; a Linguistic Approach: From Sounds to Script. - Salt Lake City: University of Utah Printing Service, 1965, 61 p. | Available from University of Utah Book Store, Salt Lake City; $3.00. Presumes 5 units of Egyptian Arabic previously. Tape available (cf. 4.a).

Kapliwatsky, Jochanan. Arabic: Language and Grammar, vol. 1 (cf. 2.a).

Al-Khaledy, Noury. Arabic for Beginners; Writing and Reading (cf. 2.a). | workbook 20¢.

Mitchell, T.F. Writing Arabic, a Practical Introduction to the 'Ruqᶜah' Script. - London-New York: Oxford University Press, 1953, 163 p. | $4.00.

Rice, Frank A. The Classical Arabic Writing System. - Cambridge, Mass.: The Center for Middle Eastern Studies, Harvard University, 1964, 48 p. Photo-offset. | Available from Harvard University Press, Cambridge, Mass. $1.25.

Sommer, Francis Erich. The Arabic Writing in Five Lessons with Practical Exercises and a Key. - New York: F. Unger, 1942, 20 p. | $1.00.

b) Transcription Systems

American Library Association. Cataloging Rules of the American Library Association and the Library of Congress. - Washington, D.C.: Library of Congress, 1959, 76 p. | pp. 38-45 on Arabic. | Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. | 45¢. | The Arabic section is also available separately: Arabic Transliteration, Bulletin 49, November 1958. - Washington, D.C.: The Library of Congress, Processing Department, Cataloging Service.

Transliteration System for Arabic Geographic Names (The BGN/PCGN System). - Washington, D.C.: Department of the Interior, Board on Geographic Names, 1957, 5 p.

2. Elementary Textbooks

a) In English

Abdo, Daud Atiyeh. A Course in Modern Standard Arabic (cf. 4.a). 2 vol. - Beirut: Khayats, 1962-64, I, vii, 196, 209; II, xii, 271, 238. | With tapes. $5.00 each volume.

[Anonymous] Basic Arabic. Aramco Arabic Language Series. - Beirut: Middle East Export Press, Inc., no date, 142 p. | Entirely in Roman script. Not for sale, but this and other works in series may be requested from the Arabian American Oil Company, 505 Park Avenue, New York, N.Y. 10022.

[Anonymous] Pocket Guide to Arabic. Aramco Arabic Language Series. - Beirut: Catholic Press, 1954, 88 p. | First in series.

Bishai, Wilson B. Modern Literary Arabic [I], Grammar and Exercises [II]. - Washington, D.C.: Johns Hopkins University, School of Advanced International Studies, 1962, I, xi, 165; II, iv, 186 p. Mimeographed, unbound. | No price set.

[Anonymous] A Handbook of Written Arabic. - Washington, D.C.: Department of Defense, 1954, 206 p. Offset | A limited number of these two books may be obtained from Professor G.M. Schramm, Dept. of Near Eastern Studies, University of Michigan, Ann Arbor. $3.00.

Cowan, David. An Introduction to Modern Literary Arabic. - Cambridge University Press, 1958, xi, 205 p.

Elder, Earl E. Arabic Grammar, with Exercises. 2nd ed. - Cairo: American University of Cairo, 1950, 356 p. | $3.50.

Ferguson, Charles A., & Ani, Moukhtar. Lessons in Contemporary Arabic, Lessons 1-8. Revised ed. - Washington, D.C.: Center for Applied Linguistics, 1964, vi, 160 p. | with tapes (cf. 4.a).

Frayha, Anīs. The Essentials of Arabic. - Beirut: American University, 1953, 344 p. | Available from Khayats, 32 rue Bliss, Beirut.

Hanna, Sami A. An Elementary Manual of Contemporary Literary Arabic. Foreword by Aziz S. Atiya. - Boulder, Colorado: Pruett Press, 1964, xv, 359 p. | $6.75.

_____. Laboratory Handbook. - Salt Lake City: Univ. of Utah, Middle East Center, 1964, | $3.00.

Haywood, J.A., & Nahmad, H.M. A New Arabic Grammar of the Written Language. - London: Lund Humphries / Cambridge, Mass.: Harvard University Press, 1962, ix, 687 p. | $8.50. A contemporary adaptation of Thatcher (see below).

Kapliwatsky, Jochanan. Arabic: Language and Grammar (cf. 1.a). 4 vols., 2nd/3rd ed. - Jerusalem: Rubin Mass, 1953-55, I, 170; II, 150; III, 200; IV, 225 p. (approx.) | $16.00 per set.

Khaledy, Nouri. Arabic for Beginners: Writing and Reading (cf. 1.a). 2nd revised ed. - Portland, Oregon: Middle East Studies Center, 1964, 79 p. 38 (workbook) p. | Distributed by Portland State College Bookstore

Khouri, Joseph F., & Mussa, Mounir T. Second Level Arabic. - Salt Lake City, Utah: State Dept. of Public Instruction, no date, 196 p. mimeographed. | No price.

McCarus, Ernest N., & Yacoub, Adil I. Elements of Contemporary Arabic. - Ann Arbor, Michigan: Ann Arbor Publishers, 1962, 273 p. Photo-offset. | $5.00. With tapes (cf. 4.a).

Rammuny, Raji M. First Level Arabic. - Ann Arbor: University of Michigan Press, 1964, 341 p. Photo-offset. | With tapes (cf. 4.a).

Said, Kamil T. Arabic, Modern Standard: Basic Course. 3 vol. Revised ed. - Monterey, Calif.: Defense Language Institute, 1965, I (Lessons 1-15), 272; II (16-30), 294; III (31-45), 310 p. Offset. | With tapes (cf. 4.a). Contact Institute bookstore, Presidio of Monterey, Monterey, Calif. concerning prices.

Scott, G.C. Practical Arabic. - London: Longmans, Green and Co., Ltd., 1962, xiii, 419 p.

Thatcher, G.W. Arabic Grammar of the Written Language. - New York: Ungar, 1956, 461, 99 (key) p. | $6.00. | Reprinted by offset from original by J. Groos, Heidelberg.

Tritton, A.S. Teach Yourself Arabic. 2nd printing. - New York: McKay / London: English Universities Press, 1954, 296 p. | $2.75. Has key for self-study.

Ziadeh, Farhat, J., & Winder, R. Bayly. An Introduction to Modern Arabic. - Princeton: Princeton University Press, 1957, 298 p. | With records (cf. 4.b). $6.00.

b) Selected Textbooks in Other Languages (NOTE: Few prices are given here, since most have to be ordered specially from abroad).

Djidjelli, M., & Djidjelli, A. Premier Livre d'Arabe Classique. 8th ed. - Alger: La Typo-Litho et J. Carbonel, 1960, vi, 218 p.

Harder, E. Kleine arabische Sprachlehre. 4th ed. - Heidelberg: J. Groos, 1949, 175, 22 (key) p.

Kovalev, A.A., & Sharbatov, G. Sh. Uchebnik arabskogo jazyka. Ed. by D.A. Bashirov. - Moskva: Izdatel'stvo literatury na inostrannych jazykakh, 1960, 687 p.

Lecomte, Gérard, & Ghedira, Ameur. Méthode d'Arabe Littéral. 2 vol. - Paris: C. Klincksieck, 1960, I, 242; II, 179 p. | $2.25 each.

Soualah, Mohammed. Nouvelle Méthode Pratique d'Arabe Régulier ou Classique. 2 vol. - Alger: La Typo-Litho et Jules Carbonel Réunies, 1959, I, xi, 323; II, xvi, 325-468.

Vaglieri, Laura Veccia. Grammatica Elementare di Arabo. - Roma: Instituto per l'Oriente, 1951, 398 p.

3. Dictionaries and Wordlists

[Anonymous] English-Arabic Word List. Aramco Arabic Language Series. - Beirut: Catholic Press, 1958. | Not for sale, but may be requested from the

Arabian American Oil Company, 505 Park Avenue, New York 10022.

Blachère, Régis, Chouémi, Moustafa, & Denizeau, Claude. Arabic-French-English Dictionary. - Paris: G.P. Maisonneuve et Larose; in preparation, being issued in sections of 64 p. Will eventually consist of 5 volumes, each approximately 800 p. | 22 Francs per section.

Brill, M., Neustadt, D., & Schusser, P. The Basic Word-List of the Arabic Daily Newspaper. - Jerusalem: Hebrew University Press, 1940.

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Wehr, Hans. A Dictionary of Modern Written Arabic. Ed. by J Milton Cowan. - Ithaca, New York: Cornell University Press, 1961. | English translation and expansion of Wehr's Arabisches Wörterbuch, Leipzig: O. Harrassowitz, 1952. $19.25.

Wortabet, J., & Portér, H. Arabic-English, English-Arabic Dictionary. - New York: Ungar, 1954. | Supplement of modern words and new meanings by John L. Mish. | $8.50.

4. Audio-Visual Aids

a) Tapes

Abdo, D.A. A Course in Modern Standard Arabic (cf. 2.a). | Order from Khayat's, 32 rue Bliss, Beirut.

Ferguson & Ani. Lessons in Contemporary Arabic (cf. 2.a). | Available from General Electronics Laboratories; 1425 N St., N.W.; Washington, D.C. 20005. | $59.00.

Hanna & Greis. Writing Arabic (cf. 1.a).

Khaledy. Arabic for Beginners (cf. 2.a). | Available on request.

McCarus & Yacoub. Elements (cf. 2.a). | Obtainable on loan for copying from Dept. of Near Eastern Studies, University of Michigan, Ann Arbor.

Rammuny. First Level Arabic (cf. 2.a). | Copies of the tapes may be requested for copying from the Univeristy of Michigan Language Laboratory at nominal cost (release must be requested from Irving Wershaw, Office of Education, Dept. of HEW, Washington, D.C.).

Said. Arabic, Modern Standard (cf. 2.a). | The text is recorded by an Iraqi, Syrian and Egyptian. Available at the Institute Bookstore, Presidio of Monterey, California.

b) Phonograph Records

Round-the-World Arabic Course. Conversophone. | One 10" long-playing record with pamphlet and Egyptian voicing.

Ziadeh & Winder. Introduction to Modern Arabic (cf. 2.a). | Four 12" long-playing records to accompany text. | $30.00 per set.

c) Other

Basic Arabic. Aramco (cf. 2.a). | Set of 21 cards, plus supplement. Not for sale, but may be requested from the Arabian American Oil Company; Public Relations Dept.; 505 Park Avenue; New York, N.Y. 10022.

Hanna, Sami A. Arabic Vocabulary Flash Cards. - Boulder, Colo.: Pruett Press Inc. (P.O. Box 1560), 1964 | 1044 cards with 2500 words, to accompany Hanna's Elementary Manual (cf. 2.a). | $2.75.

Mercier, Henry. Arabiscope. - Rabat: 231 Avenue Muḥammad V, Editions La Porte. | Also may be ordered directly from author, Place de l'Eglise, Magnagoso, A.M., France. | Verb wheel in Moroccan dialect. Explanation available in either French or English.

5. Tests

Hanna, Sami A. First-Year Arabic Qualifying Examination. College Level. - Salt Lake City: Middle East Center, University of Utah, 1964. | No price fixed.